DOCUMENT RESUME

ED 126 183 95 UD 016 149

AUTHOR	Gordon, Edmund W.; And Others
TITLE	Work-Study Program, Project STAY (St. Louis, Misscuri).
INSTITUTION	Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
SPONS AGENCY	National Center for Educational Communication (DHEW/OE), Washington, D.C.
PUB DATE	72
GRANT	OEG-71-3946
NOTE	28p.; For full report, see ED 099 458; Part of the project entitled Preparation of Publications on Progress in Compensatory Education and Desegregation Programs
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	Community Support; Compensatory Education Programs; Counseling Programs; Curriculum Development; Disadvantaged Youth; *Dropout Identification; *Dropout Prevention; Guidance Programs; High Schools; *High School Students; Instructional Staff; Parent Participation; Program Descriptions; *Urban Youth; *Work Study Programs
IDENTIFIERS	*Elementary Secondary Education Act Title VIII; ESEA Title VIII; *Missouri (Saint Louis)

ABSTRACT

The work-study program at Soldan High School is part of St. Louis' Project Stay, an Elementary Secondary Education Act Title VIII funded dropout prevention program. The project, initiated, in the 1969-70 school year for a five year period has just completed its third year of operation. Three urban schools are involved in the project. The work-study program -- like the entire project --is designed to identify students who are potential dropouts, determine their individual needs, and develop programs to meet them. The students are all juniors and seniors who will have completed their state requirements for graduation by the end of the fourth year. Once identified, the potential dropouts are invited to participate in the program. They study from a revised curriculum for half the day and work at various jobs with pay the other half. In both parts of the program, they are counseled and taught by adviser-coordinators who are interested and informed concerning the student and the particular occupation. The program is exemplary for several reasons. First, and most important, it has inspired potential dropouts to become involved in school and even to plan and pursue further education. (Author/JM)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED126183

WORK-STUDY PROGRAM

PROJECT STAY

(St. Louis, Missouri)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Information Retrieval Center on the Disadvantaged
Horace Mann-Lincoln Institute
Teachers College, Columbia University
1972

UD016149

This document was produced as part of the project entitled Preparation of Publications on Progress in Compensatory Education and Desegregation Programs which was funded by the U.S. Office of Education, Dissemination Center for Educational Communication (OEG-71-3946). Points of view or opinions expressed in this material do not necessarily represent the official view or opinions of the U.S. Office of Education.

Edmund W. Gordon, Project Director
Carolyn Ralston Brownell, Project Coordinator
Jenne K. Brittell, Project Editor

Preface

In efforts at improving the quality of education and at justifying expenditures for compensatory education and school desegregation, we are increasingly dependent upon the data of evaluative research. Yet the data from many of these evaluation efforts conducted over the past twelve years are confused and inconclusive. The findings from these studies are sometimes contradictory. The interpretations have become the subject of considerable controversy, particularly as these findings and interpretations appear to contradict some of our cherished assumptions concerning education and educability. The lack of clarity with respect to the meaning of these data and the value of such programs is in part attributable to a variety of problems in the design and conduct of evaluative research. Among these problems, increasing attention is being called to the fact that there are sparse data concerning the specific nature of program interventions. These tend to be reported under labels or brief descriptions which provide little information relative to the nature and quality of the treatments to which the pupils studied are exposed. In an effort at gaining a better understanding of the content and nature of some of these programs, this project was directed at describing selected programs thought to be exemplary of quality, progress, trends or problems in compensatory education and school desegregation. Ten compensatory education programs and two school desegregation programs were selected for detailed description.

The principal procedures utilized in this study included documentary

analysis, direct observation of programs and interviews with selected informants. The tasks to be accomplished included identification and selection of projects to be studied, collection of all available data on each project considered, field study of promising candidate projects, preparation of descriptive reports, final selection and reporting.

Following is the description of one of these selected programs. For the complete report of this project see document number ED 099 458 in the ERIC system.

Designed to

- decrease the number of dropouts
- increase the desire for further education
- increase the desire to stay in school
- improve the student's knowledge of the working world and career opportunities,

Through

- sympathetic, committed advisor-coordinators
- paid employment in several areas
- a special academic curriculum, related both to the work (business English, technical texts) and to the interests of the students.

The Work-Study Program at Soldan High School, St. Louis, Missouri has resulted in

- retention of students in the work-study program
- better attendance than the school average
- increase in the number going on to educational programs
- auditors' and researchers' observations and interviews.

SUMMARY

Absence of a high-school diploma haunts an adult all his life. Lower earning, frequently lower status, and a weakened society are only a few of the tragic consequences. Although these facts are no longer esoteric, many teenagers drop out anyway. Boredom and the apparent absence of relevance within the musty brick walls that define urban high schools lead their inmates to go elsewhere for adventure. This is an ironic state of affairs: for the high school degree would aid the inner city teenagers to escape from the morass in which they live. In St. Louis, relevant curriculum, the opportunity to work, and sympathetic teaching advisor-coordinators are convincing inner city teenagers to give education a second chance.

The work-study program at Soldan High School is part of St. Louis' Project Stay,* an ESEA-Title VIII-funded Dropout Prevention Program. The project, initiated in the 1967-70 school year for a five year period, has just completed its third year of operation. The three schools involved in the project are in an urban area, which in the past was characterized by a higher than average school dropout rate. The work-study program--like the entire project--is designed to identify students who are potential dropouts, determine their individual needs, and develop programs to meet them. Absenteeism, over-age, and failing grades are barometers that the program uses. The students are all juniors and seniors who will have completed their state requirements for graduation by the end of the fourth year.

---

*The five other components of the project are: increased guidance services; personal and social development classes for students with learning or adjustment problems; continued education for pregnant girls; instructional and curriculum revision; and an after-school activity program. Three students from Enright Middle School enrolled in a Work Study program work in the adjacent Clark Elementary School and some 62 high school students from Sol work at Enright and Clark as school aides (library assistants, lunch room an recess supervisors and tutors).

Academic ability is not a criteria for admission to the program--a situation which makes its accomplishments more impressive. Once identified, the potential dropouts are invited to participate in the program. They study from a revised curriculum for half the day and work at various jobs with pay the other half. In both partsof the program, they are counseled and taught by advisor-coordinators who are interested and informed concerning the student and the particular occupation. The program is exemplary for several reasons. First, and most important, it has inspired potential dropouts to become involved in school and even to plan and pursue further education. The ability to single out the students who are in need of such assistance is also exemplary. The caliber of the job opportunities, the remuneration that the students received, the revised more relevant curriculum, and the advisor-coordinators are the other extraordinary characteristics that contribute to the program's effectiveness. The advisor-coordinators are critical to the program's success because of the assistance that they provide to the students and the liaison that they provide between school and work situations. The program could be replicated in other communities. It could prove highly successful where inner city pupils are alienated by and un responsive to the more traditional schedule, curriculum, and teaching/guidance structures.

WHERE

All of the students who participate in the work-study program attend Soldan High School, located in the central-west or west-end section of St. Louis. Like many other metropolises, St. Louis (population 622,000) has a deteriorating central city and burgeoning suburbs. Although the city population is approximately 40.9 percent black, 65 percent of the student

population (110,425)* is black.

While the city's overall unemployment rate was 6.5 percent** the rate of unemployment in poverty areas of the city--the scene of the work-study program and other Project Stay components--ranges from 9.8 percent to approximately 15 percent. As of May 1971, 23,725 residents were receiving welfare; an additional 19,135 families having 53,998 children were receiving AFDC payments.

St. Louis is divided into five school districts. The schools are organized on a K-8 and 9-12 arrangement, although there are three middle schools with grades 7-8. While the city's population had decreased during the 1960's, the number of students increased until 1969, when the pupil enrollment began to decline.

WHEN

In the late 1960's, the St. Louis Department of Education characterized the dropout rate in the inner city schools as " reaching alarmingly high percentages." The dropout rate at Soldan, the scene of the work-study program was, in 1967-68, 19.9 percent, one of the highest among all of the St. Louis ESEA - Title I schools for that year. To combat the problem, St. Louis determined to found a project to stop or, hopefully, reverse the trend. USOE awarded the St. Louis public schools a $20,000 planning grant in February 1969. With the grant, the school system retained the management consulting firm of Booz, Allen and Hamilton to study the problem in order to plan the program's emphasis and structure. In this study, the consultants interviewed three groups: dropouts from Soldan in

---

* 1970-71
** 1970

1967-68; students presently enrolled at Soldan, including both non-high risk and potential dropouts; and Soldan teachers. When they compared home conditions of non-high risk students and potential dropouts (although currently in school) the following facts were revealed:

1. There are no significant differences between dropout and student homes in terms of the percent of homes with older siblings or in terms of the number of older siblings in the home.
2. Dropout homes were found to contain more younger siblings than were student homes. 37.94 percent of dropout homes contained four or more younger siblings, while only 18.75 percent of the student homes contained a like number of younger siblings.
3. Three-quarters of student homes contained both parents, while only about one-half of the dropout homes contained both parents.
4. Among dropout homes, 51.73 percent contained a total of seven or more family members, while only 31.25 percent of student homes contained a similar total of family members.
5. In the father-present homes of dropouts and students, the father is employed 55.17 percent of the former and 75 percent of the latter. Mother employment is about equal in both dropout and student homes as is also employment of both parents.

Most important, however, for the work-study program, were the study findings concerning possible deterents to dropping out. From a list of 13 factors, all three groups selected those which they considered most significant in preventing dropping out. All three included a job training program leading to employment. In addition, the dropouts identified the following factors (consecutive order of importance):

More understanding and sympathetic teachers

Work-study program with weekly salary

More individual help from teachers

Additional counseling

Students selected the following factors (consecutive order):

Work-study program with weekly salary (rated equal to job training program)

More individual help from teachers

Individual counseling.

Teachers considered the following factors equal in importance to that of the job training program:

More understanding and sympathetic teachers

Smaller class size

Smaller school enrollment.

Following the study, the program was developed. Its current form reflects the opinions and feelings of the survey participants. Subsequent to the planning grant, USOE awarded St. Louis $267,535 for work-study program in 1969-70; $288,527 for the program in 1970-71; and $289,376 for the work-study program 1971-72.

WHO
THE STUDENTS

The 327 Soldan juniors and seniors (an average of 357 each semester) who are participating in the 1971-72 work-study program are black. While the school district is integrated, the Soldan student body is 99.8 percent black. Many of the whites in the district do not have school age children or send their children to other schools.

At the time of the Brown decision (1954), Soldan was a white high school. With the coming of integration, the neighborhood began to change and the racial balance as well. During the late 1960's, Soldan had one of the highest dropout rates in inner city schools. This rate and Soldan's location in the very active Enright District Parent Congress are the reasons for Soldan's selection as the program site.

Teachers recommend students for the program if they consider them potential dropouts. The criteria that they use are absenteeism, over-age, and failing grades. The teacher notifies the student's advisor who then contacts the student before the end of the school year. The student is invited to join the program that will commence in the following fall. During the summer, the advisor, a counselor and a social worker visit the student's home and talk with him or her on the telephone. This constant communication helps to sustain interest and commitment to the program and involves the parents as well. Since many of the students are minors (although old for their high school classes), parental permissi is frequently required for program participation. The program director and advisor-coordinators try to ascertain the student's interests and to help the student decide the particular work-study career project that he or she wants to try.

WHAT

The objectives for the entire project are as applicable to the work-study program as they are to the other components of the project. Project Stay objectives are stated in the proposal as follows:

Objective 1. Percentage of dropouts

Goal and Baseline Data: The rate of dropouts will be reduced fr 1969-70 rate of 11.5!% (SHS) and the 1968-69 rate of 1.6% (E)*.

Objective 2. Students will hold positive attitudes toward school.

Criterion 1. A 3 point attitude scale developed by counseling staff (This instrument replaced the Demos Dropou Scale which was found not to be reliable).

Goal and Baseline Data: Sixty percent of the students will hold positive attitudes. No baseline data since instrument of assessment has be n changed.

Criterion 2. Absenteeism as determined by Average Daily Attendance (ADA)

Goal and Baseline Data: Absenteeism (as determined by ADA) will be decreased 10% from 1969-70 rate of 13.5% (SHS) and 8.9% (E).

Criterion 3. Absenteeism as determined by percentile rank.

Goal and Baseline Data: The rank of students absent 20 days or more will be reduced 10% from 1969-7 PR (22.35).

Criterion 4. Perception of Advisors

Goal and Baseline Data: Advisors will perceive 80% of the students as having positive attitudes toward school. (The 1969-70 percentag was 77.24 (S) and 82.1 (E).

Criterion 5. Suspensions.

Goal and Baseline Data: The rate of students suspended will be reduced 10% from the 1969-70 rate of 1.06% (S) and 0.6% (E).

Objective 3. Factors and causes generally recognized as contributing to students dropping out will be used to identify a set of potential dropouts.

Criterion 1a. Advisor judgment (1969-70).

*S = Soldan High School; E=Enright

Goal and Baseline Data: Potential dropouts from the previous year (S)

Criterion 1b. Advisor judgment (1970-71)

Goal and Baseline Data: At least 10% of the student bodies will be identified as potential dropouts.

Criterion 2. Statistical Indices.

Goal and Baseline Data: All students satisfying the conditions of over-age, absenteeism, and failures during the 1969-70 school year will be considered PDO's for 1970-71. (Since any one of these three predictors, over-age, absenteeism, and failure would account for at least 50% of the student body, it was decided to use three in conjunction. Thus, to be a potential dropout by statistical criteria, a student would have to meet all three indices).

Criterion 3. Demos Dropout Scale.

Goal and Baseline Data: All students satisfying this condition will be considered PDO's for 1970-71.

Objective 4. Factors and causes contributing more specifically to Soldan and Enright students dropping out of school will be identified.

Criterion. Students and dropouts will indicate the factors and causes they feel are responsible for students dropping out of school.

HOW

Aided by the advisor-coordinators, the work-study program successfully melds two components: a work experience in which students are employed in several business and institutional organizations in the greater St. Louis area; and a study program in which students follow a particular curriculum suited to their particular interest and work. Half the days are spent at Soldan in class; the other half, on the job. However, students who work at McGraw-Hill plant have their morning classes there.

WORK

All of the teenagers--both dropouts and students--who participated in the initial survey stressed the importance of a work or job training program with pay as one of the main deterrents to dropping out of school. The employment gives a student some independent income and the pride of earning--important to any teenager, but particularly to those of this socio-economic background. The on-the-job background experience also seems to make education more relevant. From the educator's point of view, the opportunity for a teenager who is not enamoured of education to see what kind of positions are available to him at his current level is more convincing than any advice. The student can see-for himself- that further education will enable him to find a more interesting, better paying kind of job. The students work at their jobs at businesses and firms for approximately three hours a day.

The cooperating institution provides initial job training. Project Stay pays for the cooperating firm's training of the new employee, in exchange for the firm's agreement to hire the student on a part-time basis if they prove to be acceptable employees. There are three types of Work Study programs; one in which a stipend is given, one in which pupils are paid hourly rates by Project Stay for 15 weeks and then paid by the employer; and one in which pupils are paid by the employer. All of the work areas in the House Trades program provide the pupils with summer work, and employment after graduation. When public transportation is not convenient or available, students are taken to their jobs on buses that the project purchased. The employers and the number of students involved in the current year are as follows:

Program	Number of Students	Type of Training
McGraw-Hill Publishing Co.	20	Clerical, mailing, company distribution systems
Department Store (10 cooperating stores)	20	Retailing, merchandising, inventory, display
Sinclair Oil Service Station (2 cooperating stations)	20	Service Station operation
Hospital Aides (10 cooperating hospitals) (2 teacher coordinators)	65	Nursing, dietetic, clerical (students functioning as orderlies preparing patients for operations preparing operation rooms, processing ingoing and outgoing patients in the emergency room and on the wards, assisting in physic therapy.)
Horticultural Training (Missouri Botanical Gardens)	20	Gardening, landscaping
House Trades (2 teacher coordinators)	59	Students are apprenticed to carpenters, plumbers, painters, etc through 20 different building contractors
Professional Aides	14	Work related to specific professi doctor, dentist. (In the Washingt University medical laboratory st dents do run lab tests.)
Student Assistants in Schools	62	Tutors, recess and lunch room supervisors, aides to teachers.
Library Aides	20	Assist in libraries
Child Care Aides	25	Work with pre-school children

The students seem to genuinely enjoy the work that they perform on the job, and the organizations, to their credit, do not seem to delegate only menial tasks to the students. At McGraw-Hill the students do typing, filing checking company credits and mailing reports to other firms. Students at the Target Department Store put up displays and learned how to run a

computer-based inventory. Phillips Hospital students processed emergency ward and post-operative patients, worked in physical therapy, observed post-operative patients, prepared operating rooms and were, on occasion, allowed to witness hospital operations. Many students seemed to enjoy these tasks and told the investigators that they hoped to follow a medical career of some sort.

HOW (cont'd.)
STUDY

The study part of the project is equally important. A new curriculum in which work-study participants take mini-courses in academic subjects has been devised. This is possible because all of the participants are juniors and seniors who have completed the state distribution requirements. Students feel that these courses, unlike traditional ones, bear on the work and thus, on the future. They know that there is a purpose in learning how to write business letters; in comprehending a technical manual; in understanding certain accounting procedures. In addition, the students have the opportunity--to realize for themselves--the advantages that come with more education. After their work experience, many of the students not only finish high school but then go on to college or further training.

None of this would work, however, without the highly effective individual and group counseling that is a daily part of the work-study program. At daily 30 minute advisory sessions, work-study program advisor-coordinators work with the students on various job-related subjects: good grooming, proper attitudes toward work (such as dependability, loyalty, correct language usage) problems arising on the job, and job related technology. For example, hospital aides spend time learning medical technology and basic first aid techniques; the sales and service students learn about merchandising and the

many careers in retailing.

The close relationship between the advisor and the students in the program is long standing, continuing and radiates good will and trust on both ends. Undoubtedly, the success of both the work and study components are in large measure due to the sympathetic, interested guidance and counseling provided by the advisor-coordinators.

WHO (Cont'd.)
PERSONNEL

The work-study program has one overall coordinator whose functions are largely administrative.

THE ADVISOR COORDINATORS

Critical to the success of the program is the role of the advisor-coordinators. The majority of the advisor-coordinators are certified teachers with some experience and professional connections in their respective fields. Except for two, all the advisor-coordinators in the 1971-72 school year are black.

The pre-program survey had indicated that students and dropouts felt supportive, sympathetic teachers would deter students from dropping out. The advisor-coordinators were chosen in large part for their ability to work well with potential dropouts. The researchers found that they were delighted to work with the students, were patient and understanding, and took great pride in their pupils' accomplishments.

Most of the work-study projects have one advisor-coordinator. However, because of the large number of students in the hospital and building trades projects, each of these programs has two advisor-coordinators. In addition, two nurses work with the hospital aides program, and a mechnaic works with the filling station trainees.

Advisor-coordinators teach a work-related course at the high school and advise students in school and on the job. They also consult weekly with firm supervisors to find out if students are successful in their work and/or if they have any difficulties. Acting as job developers, they contact companies in their fields and persuade them to hire work-study students. Advisors also help students to find summer and post-graduate employment.

WHO (Cont'd.)
PARENTS

Soldan was chosen, in part, because of its location in the active, informed, involved Enright District Parent Congress. The parents are involved in the program through the summer visits and through several short films on the work-study program commissioned by Project Stay. The films are used to recruit students for the program and to inform parents. The films are frequently shown in student or prospective student homes. The parents of students are extremely enthusiastic about the program and believe that it will radically alter the pattern of their children's future.

COMMUNITY

The community's support of the program is evident in the cooperation of local industry and institutions to hire program participants. The employers are very helpful and understanding and realize that these young employees are also students. When there is a class or school occasion, the employers usually excuse the students from their work so they can attend.

HOW (Cont'd.)
COST

The budget for the Work Study Program for 1971-72 came to $289,376.00*

*The grant for the first year of Project Stay was $750,000; $826,000 for the second year, $960,000 for the third and $760,000 for the fourth year (1972-73). These figures represent allocations made for the entire project.

This figure includes student salaries, advisor-coordinator salaries (including Work Study Program Coordinator at 1/2 time), and transportation costs.

Student salaries are of two kinds: The work study students who work for St. Louis buisnesses are paid $1.60 per hour and work 3 or 4 hours each day. Those students working as tutors, clerks, library assistants in the schools are paid $3.00 per three hour period. Student salaries totaled approximately $100,000 in 1970-71 when there were 320 participating in the program. This year salaries are budgeted at $101,150 with 326 students participating. (No change in student rate of pay, of the $101,150.) $50,000 is contributed each year by the St. Louis Board of Education to cover salaries of the work study students working as tutors, clerks and library assistants in the three schools, Soldan, Enright Middle and Clark Elementary. (Federal contribution to student salaries was $51,150.)

Cost for transportation came to $45,686 and included costs of busing students to work sites (5 buses are used for this purpose) and for other students paying bus fares on public transportation for Soldan High School and back. Approximately 150 work study students are transported by Project Stay buses and approximately 75 use public transportation. The buses are also used for Work Study High School (100 students), Continued Education, After School Activities, and field trips for instruction and guidance.

The advisor-coordinator salaries are the same as those of regular teachers. The advisor-coordinator salaries are budgeted at approximately $109,500 for 1971-72.

In February 1972, an interim evaluation was made of the work study program and in June 1972, the year-long report was made available. Certain criteria were used: retention of students in work study programs, absenteeism (from job or school), percentage of work study students entering

jobs (including armed services) upon graduation; percentage of work study graduates entering job-related occupations, and percentage of work study graduates engaged in post-high school educational programs at the time of this survey.

EVALUATION

The following results were obtained in the 1971-72 evaluation:

Retention of students in work study program: the goal of 70% was expected. It was met in all but one of the work study programs, while the combined results showed a 90.1% success factor.

Rate of absenteeism from job. Measured against last year's second quarter, the absenteeism was down 0.6% (9.7 vs. 1970-71, 10.3) However, this did not meet the project goal which was a 10% decrease.

Absenteeism from school. The school attendance of work study students is approximately 2.3 percentage points better than the school-wide average. (12.2% absenteeism rate for work study students versus 14.5% school-wi The goal of an absences rate 10% less than the previous year (12.11% was not met.

The interim survey reported the following:

Percentage of students entering jobs. Only 29.3% entered into occupations; project goal of 70% was not met. (See figure below on percentage in post-high school educational program.

Percentage of work study program students in program-related jobs. 41.5% a in program-related jobs. The goal of 50% has not yet been met.

Percentage of work study graduates in post-high school educational program. At the time of survey, 52.0% of the 1971 graduates were enrolled in post-high school educational programs. The project goal of 10% was more than adequately met.

This program should also be evaluated through on-site observation and interviews. The exemplary study researchers and the St. Louis project auditor, who is not affiliated with the school system, made independent site visits. Their impressions in all of the programs observed were that the students are interestedin their jobs and determined to continue their education. They told the researchers that they appreciated the opportunity

to learn a skill and earn at the same time. The assistant director of Project Stay told the researchers that many students have revised and expanded their career plans as a result of their work experience. His statement is supported by the interim findings discussed earlier in this section.

Although not statistical or quantifiable, the independent auditor's findings are, in the opinions of the researchers, very valid conclusions:

> I have seen positive results of Project Stay the work-study program which can never be measured in the conventional sense, nor valued in the cost accounting manner. There is no doubt that some young people's lives have been made infinitely more useful to them and to humanity. What can one say that it is worth? It is probably worth whatever it costs.

EFFECTIVENESS

There are several reasons why young people drop out of school. Among these are perceptions on the part of the student that he cannot handle the academic burden of high school, that he needs money and can best acquire it by leaving school, and that school is irrelevant to his present and future concerns. This project speaks to each of these assumptions. Through a division of the school day into morning study and afternoon work in jobs developed by the project, youngsters are given the opportunity to earn income without withdrawal from school. Through a series of job related "mini courses," the project exposes youngsters to academic work which not only has immediate relevance for their remunerative jobs, but, in addition, contributes to the completion of the high school diploma. Since this work has specific emphasis and is perceived as more relevant, it is more easily handled and the student acquires a more positive attitude towards high school

work. However, since several factors contribute to the attitudinal components associated with dropping out of school, the program emphasizes personal counseling and guidance designed to assist the student in developing more positive and realistic attitudes. Like many of the projects studied, a critical factor in this project seems to be the commitment of the advisor-coordinators who show positive regard, warmth, and support, in addition to their services to the students.

The conceptual basis of the project is very much on target with respect to much of the thinking related to increasing the school's holding power. However, operational problems would potentially complicate optimal implementation of such a program. The academic component of this project is built on the base of an existing school program; to achieve maximum flexibility and effectiveness, this base would have to be enriched. A further problem is related to the dependence of this type of project on the cooperation of business and industry; one might develop a tendency to select work candidates who will not jeopardize the project in the view of the employer-participants. In an effort at protecting the project, students most in need may be eliminated from the competition for participation. In light of these potential dangers, however, it speaks well for the St. Louis project that it has maintained a firm commitment to include high-risk students in the work study program.

I. Work-Study Program

Aposhal, R. A., and Doherty, C. P. "Effects of Positive and Routine Job Assignments on Academic Performance." Journal of College Student Personnel, 13 (May 1972), 270-272.

Benjamin, Judith G., and Others. Youth Employment Programs in Perspective. Washington, D. C.: Welfare Administration, Office of Juvenile Delinquency and Youth and Crime, 1965.

Bertolaet, Frederick. Changing Education for a Changing World of Work, Midwestern Regional Conference on Education, Training and Employment. Chicago: Research Council of the Great Cities Program for School Improvement, 1966.

Brooks, C. and Jandt, F. E. "Self Concepts as Communications Among Upward Bound Students." Speech Teacher, 20 (Summer 1971), 221-224.

Burchill, George W. Work-Study Programs for Alienated Youth: A Casebook. Chicago: Science Research Associates, 1962.

Bureau of Work-Training Programs, Manpower Administration, Washington, D. C.: The Neighborhood Youth Corps: Three Years of Success. 1968.

Chance, B. J., and Sarthwry, J. A. "Dropout Prevention: A Model for Educational Change." High School Journal, 55 (February 1972), 208-218.

Daws, P. P. "Occupational Information and the Self-defining Process." Vocational Aspects in Education, 22 (July 1970), 71-79.

Feldman, Lloyd, and Peeney, Michael R. Young Workers, Their Social Training Needs. Washington, D. C.: Manpower Administration, 1963.

Fricano, Peter. "In-Plant Education." Personnel Journal, 50 (December 1971), 955-9

Goldberg, G. S. Programs and Prospect for Out-of-School Youth: School Dropouts and High School Graduates. New York: Ferkauf Graduate School, Yeshiva University, 1966.

Marshall, K. "To Stay with Tax-Supported Love: Project Stay." American Education, 7 (April 1971), 6-10.

National Advisory Council on Vocational Education. "Career Preparation for Everyone." Vocational Guidance Quarterly, 20 (March 1972), 183-187.

Office of Education, Washington, D. C.; Connecticut State Department of Education, Hartford; and Norwalk Board of Education, Connecticut. A Pilot Project to Develop a Program of Occupational Training for School Alienated Youth. Interim Report and Statistical Evaluation. 1967.

Pinkney, L. "Work-Study for Potential Dropouts." National Association of Secondary School Principals Bulletin, April 1971, 46-54.

Rajan, Soundara C. A Study of the Registered Apprenticeship Program in Wisconsin. Madison: University of Wisconsin, 1966.

St. Louis Public Schools. The School and Community Work-Related Education Program. St. Louis, Missouri: Board of Education, 1962.

Thompson, D. E. "Favorable Self-Perception, Perceived Supervisory Style, and Job Satisfaction." Journal of Applied Psychology, 55 (August 19[illegible]), 349-352.

U. S. Office of Education, Washington, D. C. The 1963 Dropout Campaign: Summary and Analysis of the Special Summer Program to Combat School Dropout Financed from the President's Emergency Fund. Washington, D. C.: U. S. Office of Education, 1964.

U. S. Office of Education, Washington, D. C. Dropout Prevention Program Review. Washington, D. C.: Office of Education, 1971.

Vitro, F. T. "Implications of Self-Concept Theory for Education of Total Adult." Adult Leader, 20 (June 1971), 45-46.

Weber, E. J. "Dropouts Who Go To School." Phi Delta Kappan, 53 (May 1972), 571-573.

Wolfbein, Seymour L. Education and Training for Full Employment. New York: Columbia University Press, 1967.

Wolosin, R. J. "Observation of the Self and Others." Viewpoints, 47 (July 1871), 158-171.

II. The School Dropout

Cervantes, Lucius F. The Dropout: Causes and Cures. Ann Arbor: The University of Michigan Press, 1969.

Chansky, Norman M. Untapped Good: The Rehabilitation of High School Dropouts. Raleigh: North Carolina State University, 1965.

Dentler, Robert A., and Warshauer, Mary E. Big City Dropouts and Illiterates. New York: Center for Urban Education, 1965.

Gold, M., and Mann, D. "Delinquency as Defense." American Journal of Orthopsychiatry, 42 (April 1972), 463-479.

Gowan, John Curtis, and Demos, George D. (Eds.). The Disadvantaged and Potential Dropout: Compensatory Education Programs. Springfield, Illinois: Charles Thomas, 1966.

Horenstein, Issac. The Dropout. New York: Vantage Press, 1967.

Lichter, Solomon, and Others. The Dropouts. New York: Free Press of Glencoe, 1962.

Miller, Leonard M. Dropouts, Selected References. Washington, D. C.: U.S. Office of Education, 1964.

Otis, Jack. The President's Committee on Juvenile Delinquency and Youth Crime and Its Implications for Education. Washington, D.C.: U.S. Department of Health Education and Welfare, 1966.

Perrella, Vera C., and Waldman, Elizabeth. Out-of-School Youth: Two Years Later, Special Labor Force Report Number 71. Washington, D.C.: Bureau of Labor Statistics, Department of Labor, 1966.

Schafer, Walter E. "Deviance in the Public School: An Interactional View." Behavioral Science for Social Workers. Edited by E.J. Thomas. New York: Free Press, 1967.

Schreiber, Daniel (Ed.). The School Dropout. Washington, D.C.: National Education Association, 1964.

Schreiber, Daniel (Ed.). Profile of the School Dropout. New York: Random House, Inc., 1967.

Strom, Robert D. The Tragic Migration: School Dropouts. Washington, D.C.: Department of Home Economics, National Education Association, 1964.

U.S. Office of Education, Washington, D.C. The Dropout. Washington, D. C.: Office of Education, 1963.

Wirtanen, Ilona D. Why and How Young Men Drop Out of High School: Some Preliminary Findings. Interim Report. Ann Arbor: Institute for Social Research, University of Michigan, 1969.

Wolfgang, Marvin E. Studies in Delinquency, the Culture of Youth. Washington, D.C.: Office of Juvenile Delinquency and Youth Development, Department of Health, Education, and Welfare, 1967.

III. Vocational Guidance

Abner, George A., and Adams, James H. "The Student in Pursuit of His Own Education." Illinois Career Education Journal, 29 (February 1971), 31-34.

Alschuler, Alfred S. The Achievement Motivation Development Project, A Summary and Review. Cambridge, Massachusetts: Harvard University, 1969.

Bordin, E. S. "Factors Influencing Vocational Choice." Teachers College Journal, 28 (1956), 33-37.

Brembeck, Cole S. Social Foundations of Education: A Cross-Cultural Approach. New York: John Wiley and Sons, 1966.

Cust, Tim. "Counseling and Guidance for Career Development." Educational Perspectives, 11 (March 1972), 24-28.

Hoppock, R. Occupational Information. 3rd edition. New York: Mcgraw-Hill, 1967.

Isaacson, L. E. Career Information in Counseling and Teaching. Boston: Allyn & Bacon, 1966.

Moore, James W. New Programs and Trends in Guidance for Socially Disadvantaged Youth. New York: Bureau of Guidance of New York State Education Department, 1963.

Schreiber, Daniel. (Ed.). Guidance and the School Dropout. Washington, D. C.: Project School Dropouts, National Educational Association and The American Personnel and Guidance Association, 1964.

Shertzer, B., and Stone, S. C. Fundamentals of Guidance. Boston: Houghton Mifflin, 1966

Shore, Milton F., and Massimo, Joseph L. "Comprehensive Vocationally Oriented Psychotherapy for Adolescent Delinquent Boys: A Follow-up Study." American Journal of Orthopsychiatry, 36 (July 1966).

Super, D. E. "A Developmental Approach to Vocational Guidance: Recent Theory and Results." Vocational Guidance Quarterly, 13 (1964), 1-10.

Super, D. E., and Overstreet, P.L. The Vocational Maturity of Ninth-Grade Boys. New York: Bureau of Publications, Teachers College, Columbia University, 1960.

Tiedeman, D.V., and O'Hara, R.P. Career Development: Choice and Adjustment. New York: College Entrance Examination, 1963.

IV. Public Documents

Dixon, Nathan. "Counseling - Learning Center Handbook." Project Stay. St. Louis, Missouri: Clark School, 1972.

Drane, Tupper H. Interim Evaluation Report of Project Stay - Northwest - Soldan, A Title VIII Dropout Prevention Program under the Provisions of Public Laws 90-247. St. Louis, Missouri. St. Louis Public Schools, February 15, 1972.

_____, _____. Final Evaluation Report of Project Stay - Northwest - Soldan, A Title VIII Dropout Prevention Program under the Provisions of Public Laws 90-247. St. Louis, Missouri: St. Louis Public Schools, 1972.

Marshall, Karen K. "Project Stay." St. Louis Globe Democrat Perspective. St. Louis, Missouri: May 8-9, 1971.

Norton, Daniel P., and O'Conner J.O. Interim Educational Program Audit Report to Project Stay, Dropout Prevention Program of the St. Louis Board of Education. Princeton, New Hersey: Educational Testing Service, March 29, 1972.

_____. Final Educational Program Audit Report to Project Stay, Dropout Prevention Program of the St. Louis Board of Education. Princeton, New Jersey: Educational Testing Service, 1972.

St. Louis Argus. Friday, December 1971, page 7.

St. Louis Board of Education. "Application for Continuation Grant Under the Provisio of Title VIII of Public Law 90-247. Project Stay:" Washington, D. C. : U.S. Office of Education, April 30, 1970.

St. Louis Globe Democrat: "New Type High School Proposed in a City for 'Tuned Out' Students. Monday, January 24, 1972, pp. 1-6.

St. Louis Public Schools. The School and Community Work-Related Program. St. Louis, Missouri: St. Louis Board of Education, 1962.

St. Louis Public Schools. Summary of First Two Years, Dropout Prevention Program, Project Stay, Under the Provision of Title VIII of Public Law 90-247. St. Louis, Missouri: St. Louis Board of Education, 1969-1971.

St. Louis Public Schools. Project Stay, Vol. 1. St. Louis: Board of Education, June 1970.

St. Louis Public Schools. Project Stay News. Vol.II, No. 1, October 1971.

_____. Vol.II, No. 2, December 1971.

_____. Vol. III, No. 2, November 1972.

Smith, Lamar F. "Positive at Soldan." St. Louis Post Disoatch, Monday, December 27, 1971.

Student Publication. What's Going On. St. Louis, Missouri: Soldan, McGraw-Hill, 1971.

Supplementary Training Associates. "St. Louis Follow Through: A Year of Success." Headstart Perspectives Follow Through, September 1972.

Young, Rufus, Jr., and Others. "Tackle That Drop Out." Project Stay. St. Louis, Missouri: Board of Education, March 19, 1972.